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his own addresses when he says of Governor Brown of Georgia that his eloquence consisted "in conciseness, simplicity, clearness of language, mastery of facts, and in the skill and ingenuity with which these are presented in order to persuade or to convince".

*Publications of the Colonial Society of Massachusetts*, Volume IV. *Collections*; Volume XI. *Transactions*, 1906-1907. (Boston, 1910, pp. xvi, 502; xvii, 509.) The first of these volumes consists of three parts. The first, papers relating to the Land Bank of 1740, prepared by Mr. Andrew McFarland Davis, embraces a calendar of the papers and records respecting that bank (more than five hundred in number), which are preserved in the Massachusetts archives and Suffolk court files, together with the prospectus and articles of the company, the articles of the Silver Bank, and careful lists of members of the two enterprises. The second division, a bibliography of the journals of the Massachusetts House of Representatives, 1715-1776, and the third, a bibliography of the laws of Massachusetts Bay, have been prepared with the most elaborate apparatus, by Mr. Worthington C. Ford. Such volumes are invaluable instruments for thorough work in the history of the colony. In the volume of the society's *Transactions*, along with a considerable number of contributions having a purely local and antiquarian interest, several articles of high value are presented. One of these, a memoir of Dr. Thomas Young, 1731-1777, by Mr. Henry H. Edes, gives the story of a career notable in New York, Boston, and Philadelphia, with important influence upon Vermont. Another, by Mr. Albert Matthews, traces the history of the "Snake Devices", 1754-1776 ("Join or Die"), and the *Constitutional Courant* of 1765. Dr. James K. Hosmer's address on John Harvard in England is a model of the kind, combining the results of antiquarian research with historic imagination and breadth of view. Of the documents printed, the most interesting is the autobiography of Captain Jonathan Chapman, 1756-1832, narrating many dramatic maritime adventures in the Revolution and after. There is also a body of twenty-nine letters, contributed by Mr. Ford, written in 1792-1793 by George Washington to Anthony Whiting, manager of his Mt. Vernon estates, and a valuable group of letters of William Plumer, 1786-1787, contributed by the same member, and illustrating the progress of the Shays movement in New Hampshire. The illustrations, some twenty in number, are, as is always the case in the volumes of this society, prepared and executed with remarkable skill.

#### TEXT-BOOKS

*Studies in the Teaching of History*. By M. W. Keatinge, M.A., Reader in Education in the University of Oxford. (London, Adam and Charles Black, 1910, pp. viii, 232.) In comparing the recent work of Mr. Keatinge with the first important contribution made in England to

the same subject—Freeman's *Methods of Historical Study*—it is difficult to believe that an interval of but twenty-five years separates the two works. Freeman's personality dominated his treatment of the subject and he left his readers wiser as to himself and his historical enthusiasms and antipathies, but scarcely wiser as to the nature of history and how others should study it or teach it. Half-way in time between Freeman and Keatinge comes a series of works composite in nature, like *The Teaching of History*, planned by the Syndics of the Cambridge University Press. These composite works indicated a growing appreciation of the importance of discussing the subject, but they added little to our real knowledge of its problems—the essays were from many sources, they lacked unity of thought and of presentation, they were often vague and elusive, they showed little grasp of fundamental difficulties, and they were rather discussions of the best ways of preparing a history lecture than suggestions for meeting the difficulties of its hearers. Mr. Keatinge's work is almost as far removed from these co-operative volumes as they, on their part, were removed in spirit and method of approach from the earlier Freeman. Not only does it mark a distinct advance over all of its predecessors in the same field, but it is in effect the first genuine contribution made in England to the subject of historical method worthy to be ranked with Bernheim, Langlois and Seignobos, and Altamira.

Mr. Keatinge does not attempt an exhaustive treatment of the whole field of historical study with all of its perplexing problems—he confines himself to an examination of the specific difficulties attending the teaching of history in the pre-university period. These difficulties are the selection of a suitable method that shall be comparable with the method used in teaching other subjects in the curriculum, the differentiation to be made in the use of contemporary documents as historical evidence and as illustrative material, the application of psychological principles to the different stages of mental development that accompany progress towards the university, the vexing question of the legitimate use of the subject-matter of history in the consideration of ethical conditions, the advantages and the dangers attending the use of concrete illustration, the general syllabus *versus* the special topic treatment of material, the overshadowing influence of examining bodies, the poverty of material available for combining the teaching of history with an appreciation of poetry, the ever-present question of the advisability of making present-day conditions the point of departure or the objective point in the teaching of history, and the personal difficulties that confront any person seriously considering the vocation of a teacher of history. Mr. Keatinge has discussed all of these questions from the standpoint of the student of psychology, of ethics, of philosophy, and of history, as well as from that of the practical teacher of history, and the results of this discussion will be found most profitable to every teacher of history, in school and college alike.